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No. 7

A REPORT ON TEAM TEACHING

AMERICAN HISTORY AND LITERATURE

SAMMAMISH SENIOR HIGH SCHOOL

ED002572

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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Curriculum Bulletin No. 7
by Sammamish Senior High School
American History and Literature Teaching Team

BELLEVUE PUBLIC SCHOOLS
Bellevue, Washington
January 1963

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PREFACE

The Bellevue School District has often been called a forward looking district and it is.

This report concerning a cooperative teaching experience (sometimes called team teaching) at the Sammamish Senior High School is indicative of the values which accrue to students when teachers are inspired about the work which they are accomplishing.

Upon reading this document, it will be evident to you that the improvement of instruction in the teaching of various subjects, such as American history and literature, may be greatly enhanced in most unique and original ways. The essential ingredient of such improvement is a competent staff whose professional excellence is recognized and supported by the community which it serves. Bellevue is such a community and as a consequence, its social studies program has gained in depth and maturity in accord with the efforts of our curriculum and methodological experimentation and inquiries.

We are grateful to those members of the faculty of the Sammamish Senior High School who prepared this report in order that an adequate record will be made available for future comparisons and reference.

We, indeed, compliment the staff and administration of the Sammamish Senior High School for the eagerness with which they have adapted newer methodology to the teaching of history and literature.

Roy Patrick Wahle
Deputy Superintendent of Schools

January 11, 1963
Bellevue, Washington

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ACKNOWLEDGMENTS

The American History and Literature and English Teaching Team, consisting of Miss Hilda Guldseth, Mrs. Diantha Fowler, Mr. Walter Hopkins, Mr. Clair Keller and Mr. James Morgan of the Sammamish Senior High School faculty wish to gratefully acknowledge the support, encouragement, and continuing interest in the development of the team program given by Mr. Fred Knoell and Mr. Arnold Torgerson, School Administrators; the constructive suggestions and criticisms of various school staff members; and the understanding and interest of Dr. Roy Patrick Wahle, Deputy Superintendent of Schools, in making the development and implementation of the team-teaching program possible, stimulating, and rewarding.

CHAPTER I

INTRODUCTION

Through team teaching students should acquire a more fundamental and enriched mastery of subject matter and develop more decisive and functional study skills by means of skilful utilization of teacher talents and flexible instructional techniques than can be achieved in the traditional classroom. Such at least was the premise upon which Sammamish Senior High School introduced the team teaching approach to the study of eleventh grade American History, American Literature and Composition.

The purpose of this report is to give an evaluation of the first successful secondary-level team teaching program in the Bellevue Public Schools, which was initiated at the Sammamish Senior High School during the 1961-1962 school year. This report shall include an overview of the team teaching program in American History, American Literature, and Composition, an evaluation of each of the original objectives formulated by the teaching team prior to initiating the course for the 1961-1962 school year, a summary of the present program, and recommendations for improving it.

During the 1960-1961 school year a number of teachers investigated the advantages and disadvantages of the team-teaching instructional method as it might be applied to several subject areas, either within a single department or as an interdisciplinary approach. With administrative approval and encouragement, a group of teachers including Miss Hilda Guldseth and Mr. Walter Hopkins of the English Department, Mr. Clair Keller and Mr. James Morgan of the History Department and Mrs. Diantha Fowler, School Librarian, devised a course in American History and English. With aid of extended contracts to work a few days prior to the opening of school, these staff members formulated certain objectives to be reached through a team approach to be carried through the 1961-1962 school year.

The teaching members of the team were provided a joint planning period for daily consultation and coordination of team efforts. Mr. Fred Knoell and Mr. Arnold Torgerson, building administrators, provided supervision for the program.

The classrooms of the team teachers were adjacent to one another and located near the choral room for convenience of student traffic from one area to another during the two-hour block of time provided for the program.

CHAPTER II

OVERVIEW OF THE TEAM APPROACH TO AMERICAN HISTORY, AMERICAN LITERATURE AND COMPOSITION AT SAMMAMISH SENIOR HIGH SCHOOL

Team teaching provides opportunities to handle large groups for lectures and films, small groups for discussions and recitation and for seminars, and independent study time where several staff members can provide a wide range of supervisory and instructional activity. The special skills and talents of each teacher can be exercised efficiently and effectively, and each student can thus undertake his study with opportunities for more individual attention and progress according to his own interests and abilities.

In order to provide flexibility in programming various learning activities, provisions were thus made for large group instruction, small group discussion, and independent study within a two-hour block of time arrangement.

Teachers handled topics and supervised activities upon which they had mutually agreed during daily cooperative planning. Students who participated in the program were ninety-six in number and consisted of those students regularly assigned to the participating teachers at the fifth and sixth periods of the day. Facilities included four classrooms, choral room, choral classroom, five choral practice rooms, library classroom, and library conference rooms. The choral area rooms were available during the block of time period, and the library classroom and conference rooms were available as scheduled by the Librarian. An effort was made to have a heterogeneous group of students involved, excluding only students who were assigned to the special education program.

It was believed that a team teaching approach would avoid segregation of students into artificial ability groupings which lend themselves to differentiated instructional attitudes. It was believed, instead, that team-teaching provides the opportunity for each student to attain maximum achievement within a learning environment that encourages competition along with stimulation for self-attainment. Thus, an indication of the make-up of the group can be seen in that I.Q.'s ranged from 87 to 141 and cumulative grade-point averages ranged from 1.6 to 3.96. It was believed further that team teaching provides a greater opportunity for individualization of instruction by allowing more direct academic counseling by five staff members acting together than by acting singly or by one teacher alone. Another aspect of the program was to provide an opportunity for preparation in depth for particular topics or themes

where responsibility for them was assigned to a given teacher considerably in advance of their presentation to the students.

Coordination of instructional materials was to be an integral part of the team approach since individualized instruction and student independent study required the most efficient use of existing library materials as possible.

Thus, the objectives which follow were to be achieved through more flexible scheduling of both teacher and student activities, flexible use of time, individualization of instruction, coordinated use of materials and facilities, and provisions made for each student to advance as rapidly as his ability and interest enabled him.

Each of the following objectives will be evaluated throughout the remainder of this report:

1. To develop more enriched insights into the development of American literature and its contributions to American culture.

2. To develop more enriched insights into the nature of history and particularly the development of American history.

3. To enable each student to learn and progress according to his own individual ability.

4. To stimulate and encourage the student to further growth and understanding of human relations.

5. To develop the ability to work independently as well as in various groups.

6. To heighten the student's awareness of the influence of literature upon the nation's development.

7. Through literature to show that history is made by people, not events.

8. To enrich the history and English programs through correlation of content and method.

9. To provide flexibility of classroom size which can enable students to participate in various groups and individual activities.

10. To develop a greater responsibility in the student for his own learning.

11. To provide and utilize special teacher talent.

The introduction of team teaching into the secondary level as an interdisciplinary approach to teaching and learning has important consequences for utilization of staff members, curriculum development, instructional methods, and facilities design. Of primary importance is whether or not team teaching results in improved learning skills and greater mastery of existing knowledge by the participating students.

If participating staff members provide more valuable use of their time and contribute their talents and skills more ably and effectively, if the curriculum structure and organization is strengthened and improved, if modification of instructional methods provides better teaching and greater learning, if facilities are used more efficiently, and if students demonstrate better study skills and greater mastery of ideas and facts, then team teaching merits increased attention of administrators, teachers, and parents. If the participating students exhibit better performance and attain higher achievement in each academic discipline involved in the interdisciplinary team-teaching method, then the value of that method will be fully demonstrated. If the team teaching method demonstrates such value, then the curriculum can be structured to provide maximum student achievement through the heterogeneous grouping of students and staff members can be utilized more wisely.

This evaluation of the team teaching program in American History and English at Sammamish Senior High School is limited by a lack of standardized measurements which required a reliance upon the professional judgments of the participating teachers. Thus, the sources of the evaluation are the student records maintained by the teachers and the observations and consultations of the teachers as the program developed and progressed. Limitations in the program itself were primarily those posed by physical facilities and instructional materials.

CHAPTER III

EVALUATION OF TEAM TEACHING OF AMERICAN HISTORY, AMERICAN LITERATURE AND COMPOSITION

The objectives formulated by the teaching team were designed to establish a frame of reference against which the worth of the team approach could be appraised. These objectives were designed to indicate the instructional means to achieve the development of better study skills, classroom performance, and academic achievement on the part of students than could be achieved through traditional classroom instructional procedures. This section of the report will take each objective, identify the activities developed to achieve that particular objective, and evaluate the activity or activities.

Objective One: To Develop More Enriched Insights Into the Development of American Literature and Its Contributions to American Culture

Activities.--A key to our objective was a quotation by the late philosopher George Santayana: "To turn events into ideas is the function of literature." The study of early American literature, always difficult to teach as literature, was approached as a study of utilitarian writing, which most of it was. Historically, the early American had little time for reading or writing polite literature; his cultural tastes were pretty austere. As a consequence, our approach to the literature of the times was a consideration of those early writings, primarily documents and diaries, as events and circumstances dictated them. Later, when a bona fide literature came into existence we studied it, not only in the context of the times which produced it, but also as it illuminated some other period. John Brown's Body by Stephen Vincent Benet comes to mind as an example of a modern selection which helped students understand more fully an earlier period of their nation's history.

It must be emphasized that the teachers were constantly aware that the study of American literature could not become a mere appendage to the study of American history. Literature had to be considered first of all as a discipline in its own right.

Evaluation.--Students became increasingly aware of the interrelationships between history and literature. They saw that trends in literature changed as the activities and concepts of the people changed. Historically, certain events came about because of ideas that were expressed by people in a particularly illuminating way.

Objective Two: To Develop More Enriched Insights Into the Nature of History and Particularly the Development of American History

The nature of history can be divided into three aspects: the historical method, historical interpretation, and the process of change.

The Historical Method

Activities.--Students prepared research papers in which they gathered and evaluated evidence and analyzed historical problems.

Evaluation.--Research projects were a relative success, but limitations of source materials inhibited fullest use of primary sources in the classroom and in student papers resulting in less student use of primary sources in independent research. A greater emphasis can be placed on this next year. Purchase of classroom copies of Living American Documents will provide a greater opportunity in developing concepts of historical methodology.

Historical Interpretation

Activities.--Written assignments were given in which students were asked to discuss the validity of various interpretations of events. At other times the students were asked to determine which interpretation of an event they thought was the most accurate and explain why. (See Appendix C.)

Evaluation.--Students were able to discover that not all historians agree as to the causes of wars and other events. The next step, of course, was to determine why historians disagree. It is hoped that greater emphasis can be placed upon this latter aspect of historical interpretation next year.

Activities.--Teachers debated the causes of events., e.g., the Northern and Southern views of the causes of the Civil War.

Evaluation.--Students became aware that even teachers may disagree as to the significance of an event. They thus developed a more critical attitude toward what they read and heard.

Activities.--Students discussed the causes and/or results of particular events in small groups and brought their findings before the whole class. Sometimes students were asked to determine whether a particular event had, or was caused primarily by, economic or political influences.

Evaluation.--Students saw that when they themselves investigate a certain event they are likely to emerge with different views of that event than do other students, or even students in other classroom situations. More of this activity is planned next year, but greater

preparation on the part of the students would make the group findings better. Small group discussions will be the culmination of two weeks preparation rather than the second or third day of each week.

Activities.--Lectures were given in which the teacher showed the various interpretations of a particular event.

Evaluation.--It was possible to point out the directions of further investigations through lectures, but the more fruitful results came as a result of student investigation and discussion. Perhaps a lecture would be more fruitful at the beginning of the course to point out the various interpretations of history.

Process of Change

Activities.--Study of change accomplished through listening to lectures, tapes, recordings; viewing films; small group discussions; and independent study and research. Examples of changes studied are shown below:

Representative Changes	Representative Events or Ideas Studied to Analyze or Evaluate Change
1. From Monarchy to Democracy	Rights of Man Rise of Middle Class Rise of Common Man Individual's Responsibility to Society Revolution Constitution
2. Continental Confinement to Continental Expansion	War of 1812 Mexican War Westward Movement Acquisition of Oregon Acquisition of Texas
3. Sectionalism to Nationalism	Revolution Constitution Civil War Confederation Westward Expansion Reconstruction
4. Agrarianism to Industrialism	Growth of Technology Revolution in Transportation Inventions and Discoveries Rise of Corporations Closing of the Frontier

Representative Changes	Representative Events or Ideas Studied to Analyze or Evaluate Change
5. Rural to Urban Society	Mechanized Agriculture Agrarian Protests of Change Rise of the Cities Rise of the Moguls Industrial Workers' Protests of Change
6. Isolation to Involvement	Internal vs. External Trade Imperialism World Wars Dollar Diplomacy International Arbitration International Threats and Challenges
7. From Debtor to Creditor Nation	Dollar Diplomacy World Wars Industrial Expansion Agrarian Production
8. Imperial to International Trade	Colonial Trade--Mercantilism American System Imperialism Free Enterprise System International Economic Expansion and Competition
9. Individualism to Welfare-Statism	Agricultural Dependence Agricultural Interdependence Social Reforms and Reaction Political Reforms and Reaction Economic Reforms and Reaction Liberalism Conservatism
10. Lesser to Greater Role of Government in Society	Laissez-Faire Welfare-Capitalism Competitive Enterprise Collective Economy Capitalism Socialism Communism Government and Labor Government and Business Government and Agriculture Government and Morals

Evaluation.--Greater recognition and appreciation of changes in ideas, society, government, and economy developed through greater utilization of historical method and historical interpretation were achieved through activities listed under the headings above. Through

greater use of primary sources, students should attain even greater success than demonstrated this past year. Plans are being made to incorporate wider use of primary materials next year. Through essay tests, extended written assignments, and term papers apparent improvement over regular class routine was realized. Increased quantity of library materials are necessary to enable each student to have ready access to material related to topics and themes undertaken for study in order for students to be able to make comparisons and to become more familiar with and articulate about the historical changes which are studied.

Objective Three: To Enable Each Student to Learn and Progress According to His Individual Ability

Activities --Assignments were given on two basic levels. The first level, "Area Two," required students to describe what happened in history. Students were required to use sources to verify their descriptions. The advanced level, "Area One," required an analytical approach to the problem in which students were expected to: (1) Explain why an event happened; (2) Give different interpretations of the event; and (3) Evaluate an interpretation of an event. (See Appendix C.)

Evaluation.--Most students tried the advanced assignment, but slower students for the most part did the first level. A problem arose when good students would do the first level assignment when they were capable of doing the more advanced work. In those cases a push was usually given by the teacher and usually resulted in the student doing the advanced work. On occasions students did the advanced assignment when they would have achieved more by doing the first level assignment; this was because they did not understand the advanced assignment. Here again a teacher-pupil conference would usually result in the student doing the work designed for his/her ability. The latter task was more difficult as students did not like to admit they were incapable of doing certain work. Extreme tact was especially important at this point. Not all assignments were given on two levels for this reason.

Activities.--Classes were occasionally grouped according to achievement. Sometimes this grouping was in small groups of 9 or 10 students and at other times in groups of class size.

Evaluation.--Class size grouping was not fruitful because there were not enough history teachers available to work with the classes. The small groups based on achievement however, had greater success. The slow students, when placed in a group together, assumed leadership roles which they were afraid of taking in a heterogeneous group. Good students were challenged more because the competition was greater.

Activities.--Volunteer seminars were held on occasion. Students were given a short reading assignment or a topic to ponder and then discussed it with one of the teachers on Friday.

Evaluation.--The biggest obstacle was the lack of preparation on the part of the students. Seminars were too much teacher dominated. Next year the book by Richard Hoftstadter, The American Political Tradition, will be used as a basis for the seminar discussions. Each chapter deals with a different important historical personality which will be discussed every two weeks. Another book which would be suitable is John F. Kennedy's Profiles of Courage.

Activities.--Independent study period was provided once a week during which students: (1) reviewed taped lectures; (2) met with teachers to work out individual problems; (3) did library work; (4) studied and reviewed; (5) participated in seminars.

Evaluation.--Not enough time was available for teacher-pupil conferences. The reason for this was that teachers were spending much of their time conducting seminars, supervising library work, or setting up tapes, etc. It is hoped that more time will be available next year for teacher-pupil conferences.

Activities.--Students were given study sheets which had certain questions all students were required to do and then had additional questions for further investigation on an optional basis.

Evaluation.--Students for the most part ignored the optional questions. There was little incentive for them to do the optional questions. Tests should be designed so that material covered by the optional work could be tested.

Activities.--Recommended reading for background and foundation information on historical events, trends, and development was placed on reserve in the library for use for independent study and seminar preparation. Documents, special works, general studies, and particular interpretations were included in this reserve material. Students were given weekly opportunity out of team-teaching block of time for use of library classroom and library conference rooms for the use of this material.

Evaluation.--Desired enrichment through this activity was not achieved to the desired or antiticpated degree. Limited quantity of library material inhibited students from access to reading for background and informational purposes even on general topics as well as inquiry in depth on more restricted investigations. For example, such severe restriction on availability of library material resulted in some cases in only one minute and twelve seconds per student per week to use any one particular source book or an equivalent source. Since the quantity and scope of library material was so limited, most of the appropriate material was required to be placed on one-hour reserve. Competition for access to available material was so intense that many students did not undertake preparation for seminars or the more advanced assignments which required study beyond the textbook. The especialiy high quality of material provided by Mrs. Diantha Fowler, school librarian, material selected with great wisdom and insight into the unique needs of secondary school students in all learning areas, simply was insufficient to provide the scope, depth, and variety of source

material necessary really to achieve the desired enrichment possible through a team-teaching program. It would seem reasonable to conclude that this objective cannot be realized in the fashion anticipated until such time that the library has become considerably expanded to meet the needs of secondary level students, particularly students preparing for advanced education in higher institutions.

Objective Four: To Stimulate and Encourage the Student to Further Growth and Understanding of Human Relations

Activities.--Students in discussion groups of various sizes and through independent study examined human relationships in such areas as war and peace, reform and reaction, minority rights and activities, and similar topics. Students were divided into both homogeneous and heterogeneous ability groups of varying sizes to make up these discussion groups.

Evaluation.--Through actively participating as a member of small discussion groups, students learned to recognize validity of opinions and ideas other than their own; learned self-discipline in self-expression; learned tolerance toward persons of other interests and inclinations who were members of the group. Groups based on homogeneity of ability found challenge of participating on own level; groups based upon heterogeneity of ability found challenge in leadership and in challenging leadership.

The study of historic and literary events and personalities through the above activities enabled students to recognize the legitimacy of minority views and positions in social, economic, and political thought and behavior.

This objective was not as fully realized as anticipated, largely a result of two factors:

1. The most pressing factor was the narrow limitation placed upon the exercise of independent inquiry by lack of adequate quantities of library materials, mitigated in part by the high quality of material available.

2. The second factor was the limitation of time provided for students to obtain background information on social, economic, and political facts and relate these facts to historical trends and developments.

To rectify this situation in order to more fully achieve this objective, more emphasis upon independent study time, note-taking, use of primary sources, and directed study supervision is being incorporated into planning for next year's program.

Objective Five: To Develop the Ability to Work Independently as Well as in Groups

Activities.--Provisions were made for an independent study period once a week during which students worked with little direct supervision.

Evaluation.--By the end of the year students learned to use their independent study time quite effectively. They realized that they were wasting their own time if they did not and that such waste was to their own disadvantage. More independent study time is being incorporated into plans for the 1962-63 program.

Activities.--Small-group discussions were held. Student leaders were chosen in advance and were changed throughout the year. The composition of these groups was also changed so that discussion patterns would not become too firmly entrenched. Groups prepared a summary of their discussion which was then shared with the large group, the group comprising all students involved in the program.

Evaluation.--The small group discussion activity must be considered as one of the most fruitful activities used during the year. The reports from these group discussions were often profound and showed a good insight into the problems being investigated. Many students participated in the small groups, where the teachers moved from group to group and thus were not with any one group any length of time, while these same students did not participate well either in the classroom size groups or the large group. Some groups presented short dramas and similar activities before the large group with high success.

Objective Six: To Heighten the Students' Awareness of the Influence of Literature upon the Nation's Development

Activities.--The writings of America were examined chronologically with historical happenings; authors were studied through individual or classroom research projects; lectures introduced literary media such as writers and their environments with emphasis on their creativity and knowledge of literature relating to the American people. Schools of literature were stressed such as romanticism and realism and what forces brought about such thinking. Literary terms were studied and analyzed; each term a learning experience by actual usage on the part of the student by his own thinking whether in original writing or in discussion based on the thoughts of others. The compiling of such information caused students to realize that they, too, were an active and forceful part of American literature by their own creativity and originality.

Evaluation.--The student became aware of the influence of literature by correlating historical and sociological factors that influenced American writings as the nation developed. This awareness became apparent through the changing times from revolutionary war days,

the westward movement to our contemporary literature. Through this analysis, the students learned to evaluate literature as a composite of man's aspirations and how these aspirations brought out America's changes.

Objective Seven: Through Literature to Show that History is Made by People, Not Events

Activities.--Students were confronted with many instances in which individuals had a profound effect on history: Tom Paine and his revolutionary tracts, Harriet Beecher Stowe and Uncle Tom's Cabin, Henry David Thoreau and his essay on civil disobedience, and many more. Crossing the lines between disciplines, the history teachers were able to add another dimension to literary works by tracing the influences of these works on the thinking of people, not only of this country, but of other nations where some of our basic concepts of government are of vital concern.

Literary figures, in the context of their times, gave students a personal identification with historical events which they were able to grasp when the event otherwise would have seemed foreign to their own lives and interests.

Evaluation.--This objective seemed to be one of the most fully realized in the team teaching program. However, the English teachers, in the future, intend to avail themselves of the special knowledge of the history teachers to a greater degree in illuminating literary works from the historical viewpoint. By the same token, the history teachers will increase their use of the special training of the English teachers.

Objective Eight: To Enrich the History and English Programs Through Correlation of Content and Method

Activities.--Literature material was related to historical events or developments either in context or chronology and was introduced each week, according to that week's broad major theme. Since the development of a literature cannot be divorced from the historical background, we found numerous points at which the two disciplines met on a common ground. Because composition was an important part of the English program the students were made aware, perhaps as never before, that good writing was not the exclusive concern of the English Department. Term papers for history were written according to directions set forth by the English Teachers as to form, footnotes, bibliography, and generally effective writing. After the history teachers had checked the papers for content the English teachers checked them for composition.

Themes were often assigned on subjects that had been thoughtfully considered either in history or literature. Since it is axiomatic that good writing starts from having something worth saying, the problem of choosing topics was generally well solved.

Evaluation.--While the attempt to relate American thought to the character of historical events or eras was quite successful, the amount of time available to students to make a proper assimilation of these relationships was marginal. This problem was further intensified by lack of adequate library materials and space. Such relationships to be fully understood require materials for independent study and time to use such material. As a consequence of this, planning for next year's program has taken the time factor into account by alloting more of the time block to independent study and making available for classroom use collections of primary source materials through classroom copies of Living American Documents, for the History Section. The literature section for this activity, however, cannot achieve this same measure until library materials are considerably expanded to meet existing needs of secondary students or until large classroom library collections can be accumulated.

It was found that the students were writing papers that were better organized and more effective as to content. An early difficulty was the students' inability to recognize that, unlike history, the English program had two distinct phases. One was content as represented by the literature and the other was the development of a skill represented by the writing program. Steps are being taken in the coming year to remedy this difficulty through an orientation program.

Acitivities.--Each week a two-hour block of time was allotted for the exclusive use of each discipline for large-group lectures and follow-up through small-group discussions or other activities. Instruction during this time was directed either to the introduction of new material, the continuity of the major theme, or interrelated content between the two disciplines within the context of the broad major goals for that week.

Evaluation.--Considerable adjustment in scheduling was required in order to find the most suitable arrangement for properly dividing time between the two sections of the course, which was necessary in order that sequences of instruction would be most appropriate in clearly identifying interrelated content so that students could more easily develop the desired concepts and have an opportunity for applying them in a realistic and functional manner. Since the content of the course was built around a series of weekly themes, not enough time was allotted for introduction of new material or for correlation and follow-up of content. Therefore, next year's program is being built upon two-week sequences to more equitably distribute time to meet this objective.

Objective Nine: To Provide Flexibility of Classroom Size Which can Enable the Students to Participate in Group and Individual Activities

Activities.--Class sizes ranged from ninety-six students listening to a lecture or recording, or viewing a film to groups of 9 or 10 discussing a particular topic. Individual activities were also provided. Seminar discussion groups were also held on a volunteer basis.

Evaluation.--One of the greatest successes of the team teaching effort was the flexibility of class size which was afforded during the year. Even more flexibility is planned for next year. This flexibility is almost impossible in the traditional class situation.

Objective Ten: To Develop a Greater Responsibility in the Student for His Own Learning

Activities.--A minimum of twenty per cent of each week's total time was assigned to independent study. Frequently, more time was given. Assignments were given which required, for mastery of the content, study of textbook material, documents, and selected references from library sources.

Seminar topics were provided over course content for more full and complete analysis and interpretation of historical events and movements.

Small study-groups were organized to develop concepts related to particular problems of the Nation at various eras of its progress, concepts which required evaluation and conclusions based upon historical and literary data.

Extended written assignments and term papers were required which necessitated independent study and research. These assignments covered periods ranging from two to eight weeks of concentration.

Evaluation.--All students did not use their independent study time effectively or conscientiously. More direct supervision of this activity is needed and is being incorporated into next year's program. Immaturity of these students requires that more academic counseling be done by the teacher, and more teacher-pupil conference time is being planned for next year.

During the first few weeks of the program, some students believed it difficult to try to "please" four teachers rather than two, but as the program progressed students realized their need to be informed citizens and recognized that independent views logically and reasonably supported received merit, thus resulting in less regurgitated and parroted responses in recitation, group discussions and written work and in a more analytical and reflective approach to a study of history and English. On the other hand, the program did not eradicate a tendency of some students to adopt and present ideas of others as their own without analysis and/or evaluation.

The seminar technique met with reasonable success, but was not as thoroughly developed as intended. Students found the limitation imposed by inadequate quantity of library materials and insufficient time provided to gain access to existing materials too vigorous to overcome in making their preparations for seminar discussions. Provisions are being made for utilization of Hofstadter's The American Political Tradition to correct this problem and thus to provide more concentration upon depth rather than scope in the seminar.

While written papers and term papers allowed several weeks of preparation for the student, the problem of having students use this time wisely was not overcome and some students waited until the last few days before beginning these tasks, which in part was due to the lack of available source material for any length of time. Provisions are being made for specific sequences of preparation of these papers next year so that weekly or biweekly progress reports will be made on such work; for example, teachers will require deadlines for outlines, rough drafts, and completion dates that are more rigorous and provide for required periodic consultation on notes taken and sources consulted.

Objective Eleven: To Provide and Utilize Special Teacher Talents

Activities.--Teachers were given primary areas of responsibility. During a given week a teacher prepared the lecture and the study sheets. Teachers chose those areas of responsibility in which they were most interested. Teachers therefore prepared a lecture on the average of every other week.

Evaluation.--Lectures were much better prepared than those prepared and presented in regular classes since there was a longer preparation period. Next year, there will be an even longer preparation period in that the course will be designed around a two-week sequences rather than topics being handled on a weekly basis.

CHAPTER IV

SUMMARY

Teaching American History and English through an interdisciplinary team teaching approach has proven to be most successful at Sammamish Senior High School. While certain aspects of organization and instructional procedure need to be refined, the present program merits continuation and expansion.

The faculty members of the team through a joint daily planning period were able to plan their activities in such a way as to arrange their major responsibilities in the program considerably in advance of of the time that they would be carried out, thus enabling them to prepare better lectures and organize their material more effectively. At the same time, greater confidence in performing various activities was gained as a consequence of both better preparation and in sharing the anticipated objectives with the other members of the team. Joint planning for both daily and weekly objectives provided greater sharing of ideas on methods of presenting material as well as on selection of material to be presented.

Sharing of supervisory activity freed each teacher to give more attention to individual students and to various groups of students than could be given in the traditional classroom.

Teachers were also able to maximize their strong points and minimize their weak points, particularly with reference to their academic and experience backgrounds. In the nature of academic training in the social studies and literary fields some individuals are both more interested in or knowledgeable about special areas than are other individuals. By pooling these special areas of interest and skills, the team was able to present to the students a more varied and stimulating program of activities than could one teacher acting alone in a traditional classroom.

It appears, after one year's experience with the program that the team members did provide a more valuable use of their time and contributed their talents and skills more ably and effectively than when acting singly and alone.

It should be mentioned here that the teaching team was together at all times during the block period except during the times when students were grouped in classroom sizes with their roll teacher, or when members of the team circulated among the discussion groups. This also stimulated each teacher since he, or she, was thus at all times being observed by

the other team members. Such close contact requires a teaching team which in every respect is composed of compatible personalities, a factor which cannot be minimized for a successful team program.

The curriculum was strengthened by developing a program which presented more challenge to students to achieve their top-level of performance since they were presented with improved instruction and greater variety of activities. Also selection of content was evaluated more judiciously.

The team approach resulted in better teaching for the reasons noted above and in greater learning by students as a consequence of having a strengthened subject area in both disciplines, better instructional services, and through greater attention given to the unique needs of individual students.

Facilities were used more effectively as a consequence of flexibility made of facilities for various simultaneous activities under direct supervision of team members. As many as ten or more areas were used at any one time, a possibility ruled out for traditional classroom procedure. For such flexibility of space to be utilized with maximum efficiency, however, flexibility of facilities should be incorporated into basic building design. Since existing facilities at Sammamish Senior High School have a rigidity of purpose and a premium for use, less than ideal circumstances existed for team teaching activities. Nevertheless existing facilities did provide for the past school year adequate space and utility to accomplish much more flexibility of space and time than could be achieved in the traditional teaching areas for social studies and language arts. The most noticeable inadequacy in facilities other than an appropriate area for large group instruction was that presented by the lack of adequate library space to handle large groups of students. At no time were all members of the large group able to use the library at any one time. Thus, independent study activity by individual students was severely limited by the inaccessibility of resource material, especially since most of the appropriate material was required to be on reserve in the library.

Through the coordination and integration of content, instruction, and course organization, students developed better study habits with resulting higher levels of performance than comparable groups in other classes taught by members of the teaching team. Especially noticeable was the attitude of the students; those in the team teaching program demonstrated a more independent and aggressive spirit of inquiry and set for themselves higher standards of performance than those students in the same subjects in regular classes. Students in the team teaching class developed much better writing skills, developed more reflective analysis and evaluation of content, and expressed themselves in both oral and written forms more ably and enthusiastically.

The team teaching program in American History and English at Sammamish Senior High School seems to have met satisfactorily most of the basic objectives established when the program was initiated, and seems to validate the premise upon which it was based. Constant evaluation

of the team teaching method of instruction is necessary, however, to establish higher levels of performance by both teachers and students and to establish that method as an integral part of the instructional program. This past year's experience has demonstrated that such an approach is fundamentally sound, but has also demonstrated to the participating teachers that it is no panacea to all instructional and learning problems. Much more work and experimentation is necessary to perfect the team teaching method to the point where it can itself become the "traditional" instructional procedure. The most pressing problems to be overcome for the most fruitful exploitation of this method at Sammamish Senior High School are those posed by physical facilities and by inadequacies in library materials and library space.

Assuming that the primary purpose of the instructional program is to provide high quality educational opportunities for students of all levels of abilities and academic inclinations, and that this purpose noticeably stands above other considerations, the following recommendations seem appropriate as outgrowths of the successful team teaching instructional method at Sammamish Senior High School during the 1961-1962 school year.

First, if the maximum academic potential of all students is to be fully developed--whether the formal education of any particular student is to be terminal or preparatory at the secondary level--a re-evaluation of the role of the secondary-level school library should be made. It was demonstrated dramatically through the team teaching approach that existing limitations in the scope and depth of library source material severely restricted the intellectual growth of students inasmuch as they could not pursue independent inquiry and research as they desired due to the inaccessibility of material and the nonavailability of time and space to use existing material effectively.

Second, as careful and as great a consideration should be given to the composition of the personalities of the members of a teaching team as is given to their academic background and professional experience. The compatibility of personalities is essential for the close and harmonious activity and planning necessary to carry through an effective program. While the personalities of the team members must be compatible they must also be strong to prevent a weakening of the program through submissiveness to unwise or ineffective selection of material or means of presenting such material.

Third, members of a teaching team should be provided with a joint conference period for coordinating and implementing their daily activities, evaluation of activities already completed or in progress, and for planning future activity. This planning period should be exclusive of planning for their other classes or responsibilities. Such a joint conference period appears to be indispensible for a first attempt at a team approach, especially if the team members have had no previous experience with such a demanding endeavor and if the program involves the tremendous paper work as in the social studies and language arts areas.

Fourth, a teaching team should have assistance for clerical and supervisory activity and to free the team members to give students more individual attention. The team approach lends itself ideally to the development of a program whereby the team members provide a cadre of experienced teachers to supervise and train cadet teachers, or teacher-trainees preparing for entrance to the teaching profession. Such an arrangement would acquaint future teachers more fully with instructional methods, provide them with a greater variety of activities, familiarize them with more than one academic discipline, and enable them to adapt more readily to teaching in the field by involving them in numerous duties and activities which cannot be realized in the traditional teaching situation. Thus, team members would receive valuable assistance and teacher-trainees would obtain more valuable training than they could under the supervision of only one teacher.

Fifth, a more direct role should be played by the school library in the team teaching program. For this role to be maintained with the requisite thoroughness, the school librarian needs trained adult assistance for clerical and library management duties, thus freeing the librarian to provide additional consultative services for both teachers and students. This is especially necessary if the secondary-level school library is to provide educational services designed for an instructional program of merit for both college preparatory and terminal students. The role of the school library should thus be considerably expanded to provide the material, space, and services for students to handle the academic tasks necessary for survival in contemporary society as well as for functional and fruitful lives in the next century.

Sixth, physical facilities for team teaching carry an integral part of the team program and thus areas designed for this or similar approaches should be provided for instruction of large groups and areas for small group discussions. While the existing facilities at Sammamish Senior High School were adequate for 1961-1962 and appear to be so for the 1962-1963 school year, the educational advantages gained by the team method will diminish as that school's population increases and the premium for housing students removes existing facilities from team use. Thus, incorporation of well-designed physical facilities for both large-group and small-group instruction should be provided in buildings where they do not now exist and where the population pressure is the greatest.

Seventh, the team approach where appropriate should be widened in two directions to incorporate on the one hand a wider interdisciplinary approach, and on the other hand to develop departmental teaching teams in a single academic area. The team approach to history and literature could well be expanded for participation by teachers of art, music, biological sciences, and foreign languages. The educational values and potentials of widening the team approach in this direction appear at this point to be immeasurable, yet current planning anticipates some movement in this direction during the 1962-1963 school year. A team effort in this direction also permits greater use of community resource persons, as planned in the Advanced Speech-Contemporary World Problems teaching team at Sammamish Senior High School next year, and use of

experts in particular fields, such as were used in the 1961-1962 program with a visiting University of Washington art professor. The expansion of the team teaching approach to departmental teams offers comparable advantages, particularly to the social studies and language arts departments, where continuity, scope, and depth can be given to departmental programs by pooling teacher talents and skills.

The Sammamish Senior High School American History and English teaching team believe the above recommendations which stemmed from a successful team teaching program can serve to improve the existing curriculum, develop better staff utilization, provide more fruitful educational development for students of all levels of abilities and inclinations, and bring closer to actuality that quality of education expected by both the teaching profession and a forward-looking and enlightened community.

APPENDICES

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APPENDIX A

SAMPLE ASSIGNMENT GIVEN IN AMERICAN HISTORY AND LITERATURE PROGRAM 1961-62

American History and Literature English Section Week 6

I. A search for liberty . . .

A. The struggle for liberty: the overthrow of tyrants.

1. Paine, Tom. From The Crisis (AAL 472)

B. Stages in the realization of Freedom.

1. Adams, John. Letter To His Wife, On The Birth Of The New Nation. (AAL 474)

C. The struggle for sovereign independence.

1. Jefferson, Thomas. The Declaration Of Independence (AAL 476-7)

D. The preservation of liberty.

1. Washington, George. From The First Inaugural Address (AAL 478-9)
2. Washington, George. From The Farewell Address (AAL 488-9)
3. Washington, George. Letter To The Hebrew Congregation (AAL 491)

E. A patriot

1. Jefferson, Thomas. "Portrait of Washington" (AAL 480-)

F. The defense of liberty.

1. Hopkinson, Francis. "Battle of the Kegs" (AAL 482-3)
2. Freneau, Phillip. "To the Memory of the Brave American" (AAL 484)
3. Freeman, D. "Washington At Trenton" (AAL 219-24)

II. Writing Assignment

A. Read AAL 219-24, 473-93

B. Topics

1. Write a letter of one paragraph to a Russian citizen defining freedom of _____(Religion, speech, press, etc.). Be most persuasive.

2. Issue a new call for the pursuit of liberty in 1961 for those who do not now have it. Define liberty so effectively that it becomes the most important thing one can have. (Jefferson did just that).

APPENDIX B

SAMPLE ASSIGNMENT GIVEN IN AMERICAN HISTORY AND LITERATURE PROGRAM 1961-62

American History and Literature English Section Week 7

I. Flowering of the East--The Knickerbockers

A. Names of persons, places and things. (Lecture and text).

1. Philip Freneau
2. Edgar Allan Poe
3. Washington Irving
4. Herman Melville
5. Moby Dick
6. William Cullen Bryant
7. James Fenimore Cooper
8. nationalism
9. humanitarian reform
10. romanticism
11. Sir Walter Scott
12. Andrew Jackson
13. De Crevecouer
14. New York Evening Post
15. Thomas Paine
16. Diederich Knickerbocker
17. History of New York
18. "Rip Van Winkle"
19. "Sketch Book of Geoffrey Crayon, Gent"
20. Leatherstocking Tales
21. "Thanatopsis"
22. Natty Bumpo
23. James Russell Lowell

B. Questions for Review

1. What was the attitude of Europeans towards American literature?
2. What was the attitude of Americans towards American literature?
3. Why was America finally able to turn its talents and efforts towards a literary output?
4. What were the four common denominators that contributed to a national literature?
5. In what way did De Crèvecouer determine what an American was?
6. Which of the common denominators reflected the concept of man's "trailing clouds of glory"? Explain.
7. How did Washington Irving's country influence his writings?
8. What is the appeal of Natty Bumpo?
9. What were James Fenimore Cooper's weaknesses and strengths as a writer?
10. How did William Cullen Bryant's life and works illustrate the four common denominators?

APPENDIX C

SAMPLE ASSIGNMENT GIVEN IN AMERICAN HISTORY AND LITERATURE PROGRAM 1961-62

American History and Literature History Section Assignment #6 Due ____

Area Two: Do <u>One</u> of the following. (500 words)

1. Write an essay which discusses the political, economic and social causes of the Civil War. Determine which cause <u>you</u> think is the most important.

2. Write an essay in which you trace the struggle over the expansion of slavery in the territories from 1820-1860.

Area One: Write an essay (750 words) in which you discuss one of the following quotations. Determine why you believe the quotation is accurate or inaccurate, and explain why. You may, if you desire, determine which of the following quotations is most accurate as a description of the causes of the Civil War.

"The main root of the conflict was the problem of slavery with its complementary problem of race adjustment, the main source of the tragedy was the refusal of either section to face these confounded problems squarely and pay the heavy cost of a peaceful settlement."
---Allan Nevins

"Of the American Civil War it may safely be asserted that there was a single cause, slavery."
---James F. Rhodes

"Slavery was at the very heart of our disequilibrium. It was the core of the social, economic, the political, and the constitutional conflicts."
---Bernard DeVoto

"Slavery was the surface issue; the real conflict went deeper. . . . The economic forces let loose by the Industrial Revolution were finding full play and were beating irresistibly upon a one-sided and rather static civilization in the South."
---Harold U. Faulkner

"By 1860, the boundaries of the U. S. encompassed two nations. A people whose way of life had received direction from the plantation system and the institution of slavery began to manifest a group consciousness suggestive of nineteenth century European Romantic Nationalism. Once this group consciousness had taken hold, a war for Southern Independence became more than a possibility."
---Rollin G. Osterweis

"If one word or phrase were selected to account for the war, that word would not be slavery, or economic grievance, or state rights, or diverse civilizations. It would be such a word as fanaticism."

---J. G. Randall

"The Civil War was merely the vident stage of an inevitable conflict between the Capitalism of the North and the planter aristocracy of the South. Triumph of Capitalism over the feudal South was inevitable."

---A Marxian View

"The Civil War was a Social War, ending in the unquestioned establishment of a new power of the Government, making vast changes in the arrangement of classes, in the accumulation and distribution of wealth, in the course of industrial development, and in the Constitution of the U. S. inherited from the fathers."

---Charles Beard

"Problem of why we went to war is one of emotions, cultivated hostilities, and ultimately of hatred between sections. Bloodshed was necessary because men associated their rivals with disliked and dishonorable symbols, and crowned their own interests with moral sanctions. Differences were but the materials with which passions worked."

---Avery Craven

APPENDIX D

SAMPLE TEAM-TEACHING OUTLINE FOR HISTORY SECTION 1962-1963

FIRST SEMESTER

Week	Date	Theme	Teacher
I	Sept. 4-7	The Spirit of History	Keller
II & III	Sept. 10-21	Development of the Spirit of Revolution	Morgan
IV & V	Sept. 24-Oct. 5	Development of the Spirit of Self-Government	Keller
VI & VII	Oct. 8-19	Idea of Self-Determination in the Growth of American Society	Morgan
VIII & IX	Oct. 22-Nov. 2	Growth in the Concept of Democracy	Keller
X & XI	Nov. 8-21	Awakening to the American Destiny	Morgan
XII & XIII	Nov. 26-Dec. 7	Three Faces of America	Keller
XIV & XV	Dec. 10-21	Spirit of Reunion	Morgan
XVI & XVII	Jan. 2-11	Growth of Science and Technology	Keller
XVIII	Jan. 14-17	Evaluation	

SECOND SEMESTER

I & II	Jan. 21-Feb. 1	Spirit of Protest	Keller
III & IV	Feb. 4-15	Age of Reform	Morgan
V & VI	Feb. 18-Mar. 1	Age of Imperialism	Morgan
VII & VIII	Mar. 4-15	Return to Barbarianism	Keller
IX & X	Mar. 18-29	Age of Reaction	Keller
XI & XII	April 1-19	Development of Welfare Statism	Morgan
XIII & XIV	April 22-May 3	Democracy on Trial	Morgan
XV & XVI	May 6-17	Challenge of International Communism	Keller
XVII & XVIII	May 20-31	Challenge of Tomorrow	Keller Morgan

APPENDIX E

SAMFLE TEAM-TEACHING TEACHERS' WORKSHEET FOR HISTORY SECTION

American History and Literature Teachers' Worksheet-History

Week I: (Sept. 4-7) The Spirit of History: Its Meaning, Its Purpose, and Its Method

I. Objectives:

A. General:

1. To introduce the concept of the historical process
2. To understand the purpose for studying history
3. To explain the method and approach to history in the team-teaching course
4. To evaluate various kinds of source materials

B. Informational:

1. What is the difference between secondary and primary evidence?
2. What are the various kinds of primary source material?
3. What are the various questions to which answers are sought in a study of history?

   a. What happened? . . . primarily descriptive
   b. Why did it happen? . . . analytical
   c. What is the significance of the event? . . . interpretive.

4. What are the various kinds of interpretations of history?

   a. Economic
   b. Political
   c. Great Man Theory
   d. Marxian
   e. Nationalistic or Sectional
   f. Geographical
   g. Spiritual
   h. Social

5. What are the various aspects of an event which should be explored? (Economic, Political, Social)

II. Readings:

A. Textbook: Bragdon and McCutchen, <u>History of a Free People</u>, "Prologue," pp. xi-xiii.

B. Secondary Works:

APPENDIX F

SAMPLE TEAM-TEACHING OUTLINE FOR THE ENGLISH SECTION 1962-63

FIRST SEMESTER

Week	Date	Theme	Teacher
I	Sept. 4-7	The American Literary Tradition	Hopkins
II & III	Sept. 10-21	Self-Determination	Guldseth
IV	Sept. 24-28	Self-Realization	Hopkins
V	Oct. 1-5	The American Portrait	Guldseth
VI & VII	Oct. 8-12 Oct. 15-19	The Rise of Romanticism	Hopkins
VIII	Oct. 22-26	The Free Use of Knowledge	Guldseth
IX & XI	Oct. 29-Nov. 1 Nov. 2-16	Man and Nature	Hopkins
XII & XIII	Nov. 19-30 Dec. 3-7	War and Peace	Guldseth
XIV & XV	Dec. 10-14 Dec. 17-21	The Regionalists	Hopkins
XVI & XVII XVIII	Jan. 2-11 Jan. 14-18 Jan. 21-25	The Reappraisal of the American Scene	Guldseth
XIX & XX & XXI	Jan 28-1 Feb. 4-8 Feb. 11-15	The Realists	Hopkins
XXII & XXIII	Feb. 18-22 Feb. 25-Mar. 1	Man and His Country	Guldseth
XXIV & XXV XXVI	Mar. 4-8 Mar. 11-15 Mar. 18-22	Moral Values	Hopkins
XXVII & XXVIII	Mar. 25-29 Apr. 1-5	The Twenties	Guldseth
XXIX & XXX	Apr. 15-19 Apr. 22-26	Civic Responsibility	Hopkins

XXXI & XXXII	Apr. 29-May 3 May 6-10	Moral Indignation	Guldseth
XXXIII & XXXIV	May 13-17 May 20-24	Reappraisal	Hopkins
XXXV & XXXVI	May 27-31 June 3-7	Man in the Universe	Guldseth

END

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